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ABSTRACT

The prime objective of the Southeastern Project Staff Development is to provide trained leadership in Adult Basic Education (ABE). This institute specifically contributed toward this objective by preparing leadership and teaching personnel for programs which provided basic education to those who are visually impaired and undereducated and/or otherwise handicapped. The applicants were selected by each state director of adult education. Of the 13 participants, there were eight men and five women. The staff included a teacher trainer, a teacher aide, a braillist, and a secretary. The academic content of the course work included (1) psychology and philosophy of learning for the adult and adult blind, (2) methods and procedures of teaching braille reading and writing in adult classes, (3) methods of teaching communication skills in computation, handwriting and typewriting, (4) instructional aids, devices, machines, and materials for adult classes for the blind, and (5) field work experience and "student teaching" sample lesson plans. Recommendations include: (1) A brochure describing ABE classes for the blind and visually limited be made and distributed as soon as possible to public and private agencies for the blind; (2) Training institutes should be held at different times each year for participating groups; (3) An orientation meeting should be held for ABE administrators. (CK)

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THE ADULT BASIC EDUCATION TRAINING INSTITUTE FOR TEACHERS OF BLIND AND VISUALLY LIMITED ADULTS

A REPORT

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REPORT:

THE ADULT BASIC EDUCATION TRAINING INSTITUTE FOR TEACHERS OF BLIND AND VISUALLY LIMITED ADULTS

Senior Citizens Center, Nashville, Tennessee

March 30 - April 10, 1970

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PREFACE

Providing basic education to large numbers of adults is a recent phenomenon, probably occasioned more by the demands of industry and commerce for trainable manpower than by humanitarian concerns. Providing basic education to handicapped illiterate adults, particularly the partially sighted and blind, will progress primarily because of the efforts of individual persons, who see the need and react to it out of their own great concern.

Tennessee is indeed fortunate to have a group of citizens with both the humanity and skills to provide basic education to the illiterate blind adults, and who also are willing to impart their skills and knowledge to others.

Summer 1969 was a revelation. Eleven persons, most of them visually handicapped, were trained to teach the blind illiterate adult. This joint effort was organized by Mrs. Elaine Parker, in cooperation with staff from higher education institutions, the Nashville Metropolitan School District, and Tennessee and Federal service agencies for the blind. Ten of those trained subsequently taught visually handicapped classes in their home school districts.

A success of this type deserved exploitation. A second institute to train teachers of visually handicapped was again organized under Mrs. Parker's direction, and offered to the participating states of the Southeastern region Adult Basic Education Project. Thirteen more persons have been given the skills and knowledges to organize classes in their home states. Each of their state directors of Adult Basic Education and their local supervisors have indicated their intention to fund the classes which result.

Through the duration of this Project, the institute, hopefully, will continue to be offered to the participating states, because we can never train a sufficient number of teachers to meet the needs of visually handicapped adults.

Edward T. Brown, Director
Adult Basic Education
Staff Development Project
June, 1970

INTRODUCTION

The following is a summary of an intensive two week training institute for teachers interested in Adult Basic Education Skills for Blind and Visually Limited Persons held in Nashville, Tennessee from March 30 - April 10, 1970.

Need

There are growing numbers of adults, who are losing their vision, and need additional learning experiences.[1] There are vast numbers of persons, who would have no other practical means of acquiring the basic techniques to cope with their inability to read or write braille. By training persons with special skills, we intend to eliminate this inability, and to substantially raise the educational level of blind adults, making them less likely to become dependent on others. Like other serious physical impairments, blindness often cuts the individual off from normal communication with others. Thus, the prevention of total isolation of the individual becomes a major task in the education and rehabilitation process. These individuals need communication skills, both reading and writing. Whatever the value of the material they read, the loss of the ability to read it is of the utmost importance. The loss of the ability to write and to calculate is widely equated with ignorance; thus, the blind person, regardless of his previous educational background, becomes --in a sense--illiterate.

Background

In 1965 the Tennessee State Department of Education, through its Adult Basic Education Division, established a pilot project of "Adult Basic Education Classes for the Blind" (ABEB) in Anderson County, East Tennessee.

In February 1967, additional classes were initiated in Nashville, Tennessee. In addition to the totally blind being served by the ABE programs, partially sighted, culturally disadvantaged blind, illiterate blind, semi-illiterate, unemployed, under-employed, multiple

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1. As reported in the National Society for the Prevention of Blindness Fact Book and the United States Department of Commerce, Bureau of the Census, 1970-1985 Population Estimates: Illustrative Projections of the Population of the States: Series P. 25, No. 326, Washington, D. C.: Government Printing Office, 1966

handicapped blind, and parents and workers with blind children requested programs to gain basic communication skills; thus creating a demand for additional teaching personnel.

The first teacher-training institute, sponsored by the Southeastern Region Adult Basic Education Project, was initiated in September, 1969, at the Senior Citizens Center. The Tennessee State Department of Education and the Nashville Metropolitan Public Schools cooperated with the Center to train personnel for the Middle Tennessee area.

In an effort to help initiate these programs of instruction in more school systems, and to create a possible amalgamation of basic education for the blind adult into the mainstream of education, prospective teachers and administrators in the southeastern area serving the blind were informed of ABE cooperation in their respective states. A second Training Institute was implemented for persons, who represented either agencies or schools, who, in turn, would prepare blind persons in their respective communities to bridge the communication gap between the blind and those, who need to communicate with them.

INSTITUTE PROGRAM

Purpose

The primary purpose of any educational program is to move the learner from a dependent status to independence and self-direction. The program for the visually impaired, as in all Adult Basic Education, must be systematically planned to provide for maximum individualization in instruction. This does not mean a one-to-one relationship of teacher to student, but that teaching personnel be proficient in diagnosing instructional needs and learning difficulties, and in prescribing and designing the educational experiences necessary for the continuous progress of students toward program objectives.

The success of Adult Basic Education programs for visually handicapped persons depends upon the competence of the personnel charged with implementing the classes. Thus, the major goal of this training institute was the development of staff to teach visually impaired persons in the six states participating in the regional ABE project. The effectiveness of adult basic education will depend upon the skill and ability of teachers to effectively help their adult visually impaired students to achieve educational, social and pre-vocational goals. There is ample evidence to document the fact that regular adult basic education teachers, teachers of children and youth, and rehabilitation teachers are not adequately prepared to teach the disadvantaged adults, let alone disadvantaged and disabled.

Objectives and Goals

The prime objective of the Southeastern Project in staff development is to provide trained leadership in Adult Basic Education; this institute specifically contributed toward this objective by preparing leadership and teaching personnel for programs which provide basic education to those, who are visually impaired and undereducated and/or disadvantaged, and/or unemployed, and/or semi-illiterate, and/or multi-handicapped, and/or lacking in communication skills with the blind (either in family or work situation).

In reaching the main objective, the training institute had many specific goals:

(1) To train teachers in techniques, that would help develop the best potential for undereducated blind adults to acquire basic skills in communication.

(2) To develop skill and competence to use and teach with specialized equipment, realizing the maximum potential of each, before requesting such teaching aids in the budget. To set priorities in budgeting materials and supplies, based on potential and realistic enrollment.

(3) To demonstrate materials that could be adopted for teaching undereducated and disadvantaged blind adults to develop skill and competence in use of specialized equipment.

(4) To observe classes for the blind, parents of blind, multi-handicapped blind, partially sighted, underemployed blind, and those blind persons, who had not completed school.

(5) To practice teach, under supervision, persons within the demonstration classes of undereducated blind adults.

(6) To return as trained teachers to their communities, equipped with basic knowledge of how to recruit, arrange for transportation, to train volunteer assistants (both blind and sighted), to order materials suited to the class and individual needs, and to arrange classroom schedules.

(7) To acquaint teachers with the basic psychology and needs of the adult learner and the blind adult learner.

(8) To introduce resource specialists, who would be beneficial to each teacher in each state.

(9) To demonstrate to state and private agency personnel the need for offering basic education to "clients", who had "no potential" for "rehabilitation or employment", due to loss of basic education skills in communication.

(10) To develop classes that would open the doors of communication between parents of the blind, house-parents working with the blind, and other sighted or blind personnel, who would use braille or large print for communication with the blind.

(11) To promote team teaching concepts for both blind and sighted teachers, creating new positions for part-time or full time employment for blind or sighted teachers with braille skills.

Participants

The applicants were selected by each state director of adult education, in consultation with local adult education supervisors and administrators of agencies for the blind. Participants were to be selected from each of the following states: Alabama, Florida, Georgia, Mississippi, Tennessee, and South Carolina.

Blind and sighted persons accepted for this institute were expected to meet minimal criteria:

(1) Formal education and/or training sufficient to meet minimum requirements for adult basic education certification in their respective states.

(2) Evidence of knowledge of braille reading and braille writing.

(3) Evidence that participants would have an opportunity to utilize their training, when they returned to their respective communities, either as teachers, administrators or aides.

Of the thirteen participants, there were eight men (average age of 40), and five women (average age of 29). Only three had normal vision, four were partially sighted, and six were classified as legally or totally blind; they required nearly all reading materials to be either taped or brailled (which was expeditiously handled by a braillist-typist and the Thermoform brailon copying machine). All participants were currently either in teaching or administrative positions. The fact that the training institute was conducted during the school term (spring vacations in each state differ) deterred other potential applicants from attending at this particular time. Those, who participated, represented the states of Alabama, Florida, Georgia, Mississippi and Tennessee. Twelve of these participants successfully completed the institute, and were awarded certificates indicating the completion of ninety hours of classroom work and full stipends. One withdrew during the training due to urgent business within his school system. Another attended

five sessions, in order to better understand and supervise a program in her community. All of these people have potential for leadership in Adult Basic Education for Blind Programs.

The Staff

The grant provided for a staff to conduct the Training Institute. The staff included a (1) teacher trainer to direct and coordinate the Institute, counsel the participants, and teach the general training program, (2) a teacher aide, to assist with the setting up of materials, run errands related to the daily classroom activities, assist the visually handicapped participants with specialized problems related to taping, transportation and local accomodations, records and correspondence, (3) a braillist, to prepare daily work sheets, hand outs, and materials for those participants requesting this service, and (4) a secretary to assist the staff and participants with all office related services. Consultants in the fields of psychology, Adult Education, rehabilitation, public health, special education, Library of Congress for Blind and Physically Handicapped, and gerontology gave demonstrations, lectures and seminars. Adult Basic Education teachers in the Metropolitan-Davidson Public Schools, under the supervision of Mrs. Florence Weiland, gave freely of their time for observation, demonstration, and preparation of model lesson plans to be used by the participants, in doing their "student teaching" and field work.

Curriculum

The course work was specifically designed to:

(1) give participants an understanding of the adult learner, the adult blind learner, the organization of public adult basic education programs, and their potential for developing classes to meet the specific need of the blind and visually impaired in their communities.

(2) acquaint participants with the specialized equipment and instructional materials available for the teaching of reading and writing of braille and use of large print; and to give opportunities to operate these instructional materials for use in developing their own instructional materials for use in their own classrooms next fall.

(3) to introduce resource specialists from universities, organizations and programs serving the adult blind in relation to ABE, and key administrators in respective local communities.

This was accomplished through inviting selected persons to (a) participate in the training institute as consultants, and (b) through observation of adult basic education classes for the blind and visually impaired.

(4) to disseminate information regarding innovative methods, systems and materials, where they could be applied in adult education classes for teaching the blind adult, currently being developed in various adult basic education classes.

Content

The academic content included:

(1) Psychology and philosophy of learning for the adult and adult blind

(2) Methods and procedures of teaching braille reading and braille writing in adult classes

(3) Methods of teaching communication skills in computation, handwriting and typewriting

(4) Instructional aids, devices, machines, and materials for adult classes for the blind

(5) Field work experience and "student teaching", sample lesson plans

(6) Organization and setting up of Adult Basic Education classes

(7) Basic mobility and orientation skills.

Teachers and administrators ultimately trained in this adult education training institute will be prepared to assist the blind ABE students by (1) improving their communication skills, and (2) raising their basic educational levels to a point, where they could profit from occupational training, and thus become more productive, responsible, and independent citizens, and assist them to become an integral part of society, and to lead as full and useful a life as they are capable of doing.

FACILITIES, MATERIALS AND EQUIPMENT

Facilities

The majority of the instructional sessions were held at the Senior Citizens Center in Nashville, Tennessee, where special programs for the blind and visually impaired have been operated since 1967. These included Basic Education Classes for the Blind, training of transcribers, student teaching for vision majors from local teacher training colleges, training institute for workers with the blind, numerous conferences and workshops, and training instructors for the blind. Personnel at the multi-purpose center have given full support to these programs, and were prepared to make the resources and staff personnel and facilities available for this institute.

Hotel accomodations were within a two-block walk to the center. Guest luncheons and dinners were held within the same distance, keeping transportation problems to a minimum. Buses were engaged to transport participants to and from field trips for class observations and teaching experiences.

Materials and Equipment

All materials and supplies to carry out the Institute were furnished by the regional project and the Tennessee State Department of Education under the Director of Adult Basic Education, Mr. Charles Kerr, in cooperation and consultation with Senior Citizens Center, Inc.

Catalogues, bibliographies and materials lists with publishers and prices accompanied each session, as related to subject matter, both in ink print and braille. A list of these will be found in the appendixes.

Specialized Equipment

Specialized equipment and techniques for their use were given priority to demonstrate the effectiveness in increasing reading skills. About $200.00 worth of low vision aids were loaned and demonstrated by a consultant from the Cleveland Society for the Blind. These, in addition to the Dazor Magnifier, created a ripple of excitement, as two visually limited Adult Basic Education students from the Nashville area were shown some aids, that proved successful for their reading needs.

The great need to have immediate access to text type materials was made possible at this institute through the use of the newly acquired Brailon Thermoform, which reproduces brailled material. This allowed the braille reading participants to receive their material at the same time as the sighted participants. All teachers learned how to operate this machine, in order that they would feel more secure in creating and developing materials for their basic education students. Very little adult education reading material exists for braille readers. Most of the brailled materials are too difficult for the new adult blind basic education readers.

In evaluating the effectiveness of machines, all teachers were unanimous on the merits of the Perkins writer versus the other models.

Each participant arrived at the institute with a different type model of tape recorder, but most were able to benefit by the multi-outlet strips, which were designed for the institute. This allowed them to plug-in, rather than depend upon battery models. Cassettes were used as well as tapes.

Different models of typewriters were at the disposal of all teachers for practice and preparation of lessons. Through the courtesy of the International Business Machines Company, a revolutionary invention of the electric braille typewriter was ably demonstrated. It was loaned to the institute for the participants to learn, practice on, and master. It is not designed or priced within the reach of ordinary basic education student use; however, school systems having programs for the blind should certainly consider purchasing this machine as a time-saving device, in preparing prescribed materials, not on the open market, for braille readers.

RECOMMENDATIONS

I. A Brochure describing the Adult Basic Education Classes for Blind and Visually Limited be made and distributed as soon as possible to:

1. Public agencies for the blind (rehabilitation teachers)
2. Private agencies for the blind (rehabilitation teachers)
3. American Foundation for the Blind regional offices
4. Adult Basic Education state directors and local supervisors
5. Special Education Departments of universities and colleges
6. Public Welfare Offices

a. Aid to the blind

b. Aid to the disabled

c. Social Security disability

7. Vocational rehabilitation departments

8. American Ophthamological Associations

9. American Optometrists Associations

10. Ministerial associations

11. Eye clinics: social workers

12. State schools for the blind

13. Public schools: Special Education Classes for partially sighted and blind

14. Itinerant teachers

15. Resource room teachers

II. Training institutes should be held at specific times each year for different participating groups.

1. Institutes for full-time personnel

a. Early summer for teachers employed during the school year

1.) Resource and itinerant

2.) Residential school for the blind

3.) Rehabilitation teachers at public and private agencies

4.) Home teachers

5.) Adult Basic Education teachers interested in visually handicapped

b. Late summer in-service training sessions for participants in past and future programs

2. Institutes for part-time persons in the fall

   a. Housewives with teachers degrees

   b. Braillists interested in teaching braille reading and writing

   c. Former school teachers

   d. Qualified persons: ministers, social workers

   e. Volunteers

   f. Para-professionals

3. Institutes for administrators and directors of ABE programs in the spring

   a. Supervisors of Adult Basic Education

   b. Coordinators of programs for

      1.) blind

      2.) school systems

      3.) multi-purpose centers

      4.) community centers

      5.) rehabilitation centers

      6.) churches

III. Institute participants should represent:

   1. Different areas in each state

   2. A three-member group in each state:

      a. an administrator

      b. a teacher of basic skills for level one

      c. a teacher of basic skills for levels two and three

   3. Representative regional minority groups

IV. An Orientation Meeting for Adult Basic Education Administrators to better acquaint them with:

1. Selection of participants

2. Administrative problems

3. Relationship of Adult Basic Education and Adult Basic Education for the blind

V. Advance registration of participants should be encouraged and future participants selected from the following areas:

STATES	NEXT INSTITUTE	FUTURE INSTITUTES
ALABAMA	1. Birmingham 2. Huntsville 3. Montgomery	Area of Birmingham
FLORIDA	1. Jacksonville 2. Tampa 3. Miami	St. Petersburg Pensacola Gainesville W. Palm Beach St. Augustine Sarasota Tallahassee
GEORGIA	1. Atlanta 2. Macon 3. Augusta 4. Savannah	Albany Columbus Gainesville La Grange Rome
KENTUCKY	1. Louisville 2. Fayette (County) 3. Lexington	Cities Owensboro Ashland - Huntingdon Bowling Green Covington Frankfort Counties Campbell Daviess Fayette Jefferson Kenton Pike Warren
MISSISSIPPI	1. Jackson 2. Meridian 3. Biloxi	Columbus Greenville Gulfport Hattiesburg Vicksburg

NORTH CAROLINA	1. Raleigh	Ashville
	2. Charlotte	Durham
	3. Greensboro	Fayetteville
		Winston-Salem
SOUTH CAROLINA	1. Charleston	Anderson
	2. Greeneville	Spartanburg
	3. Columbia	
TENNESSEE	1. Memphis	Kingsport
	2. Chattanooga	Nashville
	3. Jackson	Tullahoma
	4. Johnson City	Columbia
	5. Knoxville	

Counties
Anderson
Davidson
Hamilton
Knox
Shelby
Sullivan

EVALUATION OF PARTICIPANTS

All participants felt that the institute sessions were helpful to a large degree. They felt that the field trips were a very important part of the training. All participants felt that there was too much material for the two week's period. The majority wanted four weeks. All participants felt encouraged to take additional professional courses in the area of Adult Basic Education. Many wanted more specific techniques in braille reading skills. All wanted college credit, ranging from 3 - 6 credit hours for this type of an institute. The group as a whole wanted another week to discuss their local problems.

Evening sessions were generally felt to be unnecessary after a full day.

All persons felt they had ample materials and work sheets, and concluded that the format was good. The comments indicated that the demonstration lessons were very helpful in developing Adult Basic Education skills, especially the reading readiness and handwriting techniques. However, too little time was provided for the arithmetic computation using the abacus.

Twelve out of the thirteen participants said they wanted one to two weeks more for the material covered in the institute. All participants felt a need for more in-service in Adult Basic Education for the Blind, specifically in the areas of local problems and field work with adult blind.

APPENDIXES

GENERAL SCHEDULE OF TEACHER TRAINING FOR

ADULT BASIC EDUCATION OF BLIND

	MORNING	AFTERNOON	EVENING
Mon. 30	Registration Overview	Psychology of Learning Philosophy of Learning	The Adolescent Blind
Tues. 31	Techniques Handwriting	Techniques Braille Writing	Observation & Teach Handwriting & Braillewriting
Wed. 1	Observation and Teach Large Print Class	Library of Congress Large Print and Talking Book	Seminar The Multi-handicapped Adult
Thu. 2	Observation & Teach Multi-handicapped	Techniques Arithmetic-Abacus	Seminar State Services The undereducated
Fri. 3	Observation & Techniques Applying Braille Skills To the Home	Techniques Typing	FREE

* * * *

PSYCHOLOGICAL ADJUSTMENT TO BLINDNESS AS IT AFFECTS ATTITUDES TOWARD READING OF ADVENTIOUSLY BLINDED ADOLESCENTS AND YOUNG ADULTS

Cutsforth (1932) emphasized the importance of the attitudes of society toward blindness, in shaping the attitudes and adjustment of the blind people themselves. He felt that agencies and schools for the blind fostered attitudes of dependency and inferiority among blind people. He mentioned that many people felt that blindness was such a tragedy, that they had rather be dead than blind. He also mentioned the effect of attitudes of "blindness as a result of punishment for sin". Cutsforth felt that the teachers of blind children made them feel inferior, by emphasizing visual terminology, rather than tactual or auditory expressions.

Sommers (1944) examined the relationship of the attitudes of parents toward blindness and the attitudes of their blind adolescent daughters. She characterized their attitudes as acceptance, rejection, disguised rejection, over-protection and denial. She classified the attitudes as:

(1) Compensatory - The girl recognized and accepted the limitations of blindness. She was willing to discuss problems realistically about what she could and could not do.

(2) Denial - The individual refused to admit that the handicap had any limiting effects. She showed over-confidence, and a strong desire to prove that blindness was no handicap. She wanted to forget that she was blind, and she didn't want anyone to talk about her blindness.

Defensive reactions - The youth placed blame elsewhere--on teachers, parents or society. She rationalized that she was being mistreated. She tended to talk a lot about injustices from others.

Withdrawal - The subject retreated from situations, which might cause trouble. She avoided social contacts, and preferred solitary activities, such as listening to the radio or day-dreaming.

Non-adjustive - The girls in this group showed a variety of fluctuating forms of non-adjustive behavior, such as strong self-centeredness, non-sociability, lack of competitive desires, nervousness, or excessive worrying and anxiety.

Sommers concluded that parental understanding was extremely important for good adjustment; rejecting or over-protective parents tending to have poorly adjusted children.

Cholden (1958) discussed the adjustment of the blind person himself. He suggested that there were several stages of adjustment:

(1) State of shock - For a few days or a few weeks after blindness occurs, the individual goes through a severe state of shock. He withdraws, and sometimes becomes quite hostile. His recovery period depends largely on his emotional stability. During this time, no one should encourage him that he might regain his vision, or the recovery period might be delayed indefinitely.

(2) Depression - The newly blinded individual feels self-pity and hopelessness. He lacks confidence in himself. He mourns for his "dead eyes". He doesn't want to become a blind person,

because of his previous stereotype of the "poor blind person". He worries about his necessary dependency on others.

(3) Lift - Activities and tasks are given to him to do that he accomplishes, in spite of his blindness. Going to the bathroom or eating by himself boosts his ego and confidence in himself.

One member of our group mentioned that he had gone through the three stages. He had been mourning his loss in a veterans' hospital. Suddenly he felt that he could see how he could adjust to blindness, and become a successful person. He felt that he could see his opportunity, as if a curtain were being opened on a stage. From that time on, he did not mourn his loss any longer. He says that he is now a very happily adjusted teacher of blind adults.

Another member felt that we may stress independence too much. He felt that everyone in our society is dependent on someone else--even among the sighted persons. He felt that excessive stress on independence might cause some maladjustment.

The teacher of braille reading to newly blinded adults should certainly be aware of the attitudes of society, the family and the blind person himself toward blindness. She will probably find a great range of individual differences.

Reading should not be started out too early. The person may not have adjusted or accepted his role as a blind person. He may need to build his self-esteem. He may need to realize that he can be sucessful, even though he is blind. Small sequential tasks should be given to him at a pace, that he can successfully accomplish. Reading activities should not be started, until he is psychologically ready to begin. It should proceed at such a pace, that he can successfully master each step.

Reading should be meaningful. The newly blinded person may want to learn braille, in order to play games, write notes, keep grocery lists, etc. If the teacher starts too early with a meaningless memorization of dot configurations, he may lose interest.

The teacher can bolster the confidence of the newly blinded person, by having confidence in his ability. An example of an incident in an in-service program might be cited. A guest was invited to a conference of teachers to give a demonstration in the teaching of spelling. The time for the demonstration arrived, and the demonstration group failed to appear. The consultant asked if any children would volunteer. One mother grabbed her 8 year old son, and pushed him down the aisle. She asked if the consultant minded taking the "worst speller in the school". The consultant took the boy, and confidently taught him how to spell some difficult three and four syllable words. The boy went back to the classroom, and subsequently, he became a much better student, due to increased confidence in himself.

The teacher of newly blinded adolescents and young adults should always consider the adjustment to blindness of each student, before starting a reading program. She can insure the success of her students, by recognizing their psychological needs in her instructional program.

Randall Harley
May 5, 1970

SERVICES FOR THE BLIND IN THE SOUTHEASTERN STATES

Good evening, everyone! It is a pleasure to have the opportunity to meet with you in this Training Institute for Teachers of Blind and Visually Impaired Adults. I have known Mrs. Parker for a long time, and I have had the privilege of working with her in a number of projects in the past. First, in Oak Ridge, Tennessee, where she was very active in volunteer work with the blind, and more recently, here in Nashville. I commend her for her previous work, and especially for the development of this institute.

Although you have been here almost a week, permit me to extend greetings and to welcome you to Nashville. We are certainly glad that you are here. I understand that five of the six southeastern states in our region are represented by one or more participants.

This evening we want to talk for a few minutes about state services for blind persons; that is, services which are provided by the state government. Some of these services are financed entirely by state funds, while other services are financed, in part or, in some instances, entirely by federal funds. For example, Sight Conservation and Prevention of Blindness Programs are usually financed by state funds, whereas, vocational rehabilitation services are financed by about 80% federal funds.

Each of the six states in the southeast offer financial assistance to the blind; that is, to the needy blind. This service is usually known as "AB". In four of the states, Georgia, Mississippi, South Carolina and Tennessee, AB is administered through what is called the Department of Public Welfare. In Alabama the Department of Pensions and Security administers AB. In Florida AB is administered through the Division of Family Services, Department of Health and Rehabilitative Services. Florida, incidentally, has "dropped" the word "welfare" from its organizational structure. Application for AB is made through local county offices. If you should desire full information about AB in your state, you can write the State Office, which is usually in the State Capitol. I brought some "handouts" which give the name and address of the state agency, which administers Aid to the Blind Program. These are on the table in the corner of the room. I urge you to pick up some of these materials for your future reference. There are also some brochures about Services for the Blind in each of the states in our region.

A recent report on Aid to the Blind indicates the following number of recipients in the southeastern states: Alabama - 1,940, Florida - 2,325, Georgia - 3,225, Mississippi - 2, 179, South Carolina - 1,802, and Tennessee - 1,775. Many of these aid recipients are candidates for basic education skills, which you are going to offer in your respective states.

It is estimated that the percentage of the blind population receiving AB varies from as low as 20% in some states to as high as 50% or more in other states. It is further estimated that the

number of blind persons per one thousand of the general population varies from about two per one thousand to as many as three or four per one thousand. The national average is estimated to be about 2.14 blind persons per one thousand of the general population.

Each of the states in our region has a residential school for the blind. These schools offer academic training from the first through the twelfth grades. Some of the schools have pre-school programs. The Tennessee school, for example, has a pre-school counselor, who visits the parents of pre-school age blind children and offers guidance and counsel to them. Some schools offer special services to high school students. For example, the Florida school has a special program of vocational training which is a joint project between the school and the rehabilitation agency. The "handouts" referred to earlier have the addresses of the residential schools in our region. Information about public schools offering educational services to blind students, which we are going to talk about in just a minute, may be obtained by contacting the office of the Superintendent of Schools in the local area.

Library services for the blind, which are certainly educational services, are available to all blind persons throughout the region. Materials in braille, recorded materials on the talking book and on magnetic tape are furnished by the Library of Congress through regional libraries. These regional libraries are operated as joint projects of the Library of Congress and local agencies. Alabama, Florida and Georgia have their own regional libraries. Tennessee, which is now served through a regional library in Cincinnati, Ohio, will open a regional library here in Nashville within the next thirty to sixty days. Mississippi, which is now served through a regional library in Louisiana, I understand, is considering establishing its own regional library in Jackson. South Carolina, which is now served through a regional library in North Carolina, is in the process of developing a regional library to be located in Columbia.

All services provided by the regional libraries are without any charges to blind readers. These services are now also available to physically handicapped persons, who cannot read ink print in the ordinary way. That is, if they are unable to hold an ink print book, because of some impairment, or for any other reason cannot read in the usual manner, they are elibigle for the talking book services of the regional libraries.

Vocational rehabilitation services are available to blind persons in each state in our region. Rehabilitation is a joint program between the state and federal government. In Alabama and Georgia, rehabilitation services are a part of the Division of Vocational Rehabilitation, Department of Education. In Mississippi and Tennessee, these services are administered through the Department of Public Welfare. Vocational rehabilitation in South Carolina is a service of the Commission for the Blind, which is

a separate, autonomous agency. In Florida, vocational rehabilitation services are administered through the Bureau of Blind Services, Division of Vocational Rehabilitation, Department of Health and Rehabilitative Services, a department which was mentioned earlier in connection with Aid to the Blind. You may obtain full information about vocational rehabilitation services for the blind by contacting the state agency, which is listed on the "Handouts" under "Vocational Rehabilitation Services". Therefore, we will not attempt to detail the various rehabilitation services at this time, unless someone has a specific question. Please feel free to ask questions at any time as we go along. I am not sure that I can answer all of your questions, but I will be glad to respond with whatever information I may have at this time.

The Vending Stand Program for the blind, which is a part of vocational rehabilitation in all of the states in our region, is an excellent employment opportunity for selected blind persons. There is, at present, a shortage of qualified operators for vending stands throughout the region. I believe that you can help alleviate this shortage by providing the basic educational skills prerequisite to specialized training in the operation and management of vending stands. You can obtain detailed information about the vending stand program in your state, by contacting the rehabilitation agency.

Home Teaching, sometimes now referred to as "Rehabilitation Teaching", is another valuable service available to blind persons in most states. Home Teaching is a service available to blind persons of all ages, usually, regardless of their economic circumstances. The program provides such services as orientation and adjustment to blindness and mobility in and around the home. Reading and writing braille, typing, handwriting, and dialing a telephone are examples of communication skills. Other services include demands of daily living, the performance of household chores, grooming, homemaking, house maintenance, and home management. Blind persons can learn to "live again" without physical eyesight. The title of a braille cookbook, for example, is "Cooking Without Looking".

Home Teachers assist blind persons by encouraging them to participate in community, church and civic affairs, and to take part in recreational activities. Teaching blind persons how to use braille playing cards is an example of how many blind persons can enter into recreatinnal activities with the sighted.

Home Teachers often give instruction in various types of handicrafts and provide many other services. I suggest that you become familiar with the Home Teaching Program in your state. Mississippi does not have a home teaching program, as such, but does have home service officers, which perform some of the functions of Home Teachers. Georgia and South Carolina have rather limited home teaching programs. The other states have more extensive home teaching services.

Alabama, Georgia, Mississippi and Tennessee operate workshops as a part of their state services to blind persons. These workshops provide training and/or employment to blind persons. One of

the workshops in Tennessee has an evaluation and work adjustment center, which provides valuable services to many clients of the rehabilitation agency. Each of the two state shops in Tennessee has training in home management, which is under the direction and supervision of a qualified instructor.

Alabama has a comprehensive rehabilitation center for the blind, which is located in Talladega. The center is operated as a joint project of the Alabama Institute for the Deaf and Blind and the Division of Vocational Rehabilitation. The Alabama Center offers orientation and adjustment to blindness, diagnosis and evaluation, pre-vocational and vocational training, and job placement. It is the most comprehensive rehabilitation center for the blind in the south. Florida has a very good orientation and adjustment center, but does not offer vocational training. Georgia has limited rehabilitation center training for blind persons in connection with the Warm Springs Foundation near Columbus, Georgia. South Carolina has some orientation and adjustment services as a part of the Commission for the Blind. Mississippi is in the process of building an orientation and adjustment center for the blind. Tennessee, unfortunately, does not have any rehabilitation center services available to its blind citizens.

We have attempted to give you somewhat of an overview of various services, which the state governments offer to their blind citizens. Perhaps something I have said or maybe something I have left "unsaid" has raised questions in your minds. The floor is now open for discussion.

Thank you for permitting me to spend this hour with you.

William J. Ferrell *
April 2, 1970

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* William J. Ferrell is Supervisor of Rehabilitation and Home Teaching, Services for the Blind, Department of Public Welfare, 303 State Office Building, Nashville, Tennessee 37219

LOW VISION AIDS

Older people will often withdraw from activities, when vision diminishes to a point, where they can no longer safely and efficiently engage in it. Older persons may stay at home and give up traveling about, because they can no longer see the moving traffic or the lights. They may give up reading, playing cards, pursuit of hobbies or any one of the endless activities of daily living requiring sight. A properly chosen low vision aid may make it possible for them to maintain or return to the activity.

Before low vision aids are chosen, it is essential that a medical eye examination rule out any possibility of medical treatment, which could restore vision. In the case of cataracts low vision aids might be recommended during the period prior to surgery.

The samples of aids brought to the institute (see attached) are merely a cross section of some of the different types of aids, that are available. Each aid comes in a variety of shapes and strengths. Much time and effort, both on the part of the older person as well as the professional in the clinic, need to go into the selection of a proper aid.

The type of aid to be chosen will depend on the nature of the activity to be engaged in (it is not unusual for one person to have more than one aid), on the medical condition causing the impairment, on the strength of the remaining vision, and on the frequency of use. Some aids can be worn much like glasses; others can be kept in pocket or pocketbook, when not in use. Still others will be kept in the area, where they are most frequently used.

It is common practice in low vision clinics to allow the client an opportunity to take the aid home for trial use, before requiring a purchase. This gives the individual an opportunity to use the aid for his specific purposes and under usual lighting conditions. It is often necessary for a person to try several aids, until the correct one is found. It is possible for the professional team (opthamologist, optometrist and optician) to design and grind an aid for a specific individual.

Patients often come to a low vision clinic under the illusion that their vision will be restored to its original usefulness. Vision is not restored - Persons are merely helped to make better use of the vision, which they do have. They need to be forewarned that the stronger the aid required, the more limited will be the area, that can be seen at one time. This is particularly true for near vision aids. Often with a strong aid only a few letters can be seen at one time. Much time is spent in learning how to move the aid across the printed page, or else move the printed page across the eye at very close range, in order to do the necessary reading.

In beginning a low vision clinic service, it is most important that the proper team of professionals be involved. This includes

at best an ophthalmologist and optometrist working as a team, helped where needed by an optician. As large a selection of aids as possible should be available for trial use and experimentation. Ample time must be taken by the staff to determine the uses for the aid and to allow trial use. Because of the time element, social workers are often used in clinics to help the client adjust to the proper aid, to help ventilate all feeling about the loss of vision, and the anxieties that accompany it. When properly conducted, a low vision clinic can be among the most useful of services to our ever-increasing army of partially sighted older persons.

Walter Boninger
May 1970

The following is a listing of the LOW VISION AIDS, which were brought to the institute for demonstration purposes. These aids are merely a cross section of the various types of aids, that are available. Most of the aids come in a variety of shapes and strengths, and there are other types of aids, that were not included in the samples. For further information about the aids and for complete catalogues, it is suggested that you write to the manufacturers, whose addresses are given below.

The prices quoted are prices we charge to clients. They are based on our wholesale cost plus prorated postage and insurance.

Bausch and Lomb
Rochester, New York 14602

Cat. #	Description	Price
81-33-85-01	Rectangular Illuminated Reader with cord - shadowless light	$6.06
	Pocket Folding Magnifiers - o ne small unit can provide several different powers: 2 lenses - 3 different magnifications 3 lenses - 7 different magnifications	
81-23-44	4x	2.10
81-23-67	5x - 7x - 10x	2.70
81-23-63	3x - 4x	2.60
81-41-71	7x Watchmakers Loop clip on to glasses	2.37
81-41-73	4x " " " " " "	2.37

Edroy Products Co., Inc.
480 Lexington Avenue
New York, New York 10017

Featherweight	Hand Magnifier - light weight - rigid style reader	4.06
Magni-focuser	for close work - with adjustable foam rubber lines head band - lenses flip up, when not in use - leaves ahnds free for work	12.50

Haverhill's
584 Washington Street
San Francisco, California 94111

Cat. #	Description	Price
3981	8x Monocular - primarily for distance viewing, but can also be used as magnifier	17.15

Selsi Company, Inc.
40 Veterans Blvd.
Carlstadt, New Jersey 07072

367	Hanging Magnifier - Clear plastic frame with 4" round lens and plastic cord for holding in position - leaves hands free	1.80
425	Hand Magnifier - celluloid rim attached to and folding into dark leather case	
	5x	.40
	4x	.50
160	10x monocular for distance vision	9.00
148	2½x monocular - with special attachment to fit over eyeglasses - short focus adapter for close work	6.00
404	Magnifier - deep domed lens with chromium plated rim - rests on surface viewed	6.00
227	2½x sport glasses - these binoculars are worn like glasses, thus leaving hands free - ideal for sport events	10.50

McLeod Optical Company
357 Westminister Street
Providence, R. I. 02901

Cat. #	Description	Price
S.460	5x cataract hand reader	6.09
S.428	5x cataract tripod	6.75
S.484	Handmagnifier	1.20
S.422	Hand Strip Cross Cylinder Reader	5.85
S.474	Small Stand Magnifier	10.19
S.1023	Hi-power cataract reader	5.46

Telesight, Inc.
1418 East 88th. Street
Brooklyn, New York 11236

	8x hi-power clip on ophthalmic reader for extremely low vision cases	20.00

Edmund Scientific Co.
801 Edscorp Building
Burrington, New Jersey 08007

50,254	Fixed Base Magnifier - open structure of plastic base allow plenty of light to reach work	2.00
50,240-1-2	Telesight magnifiers for persons with eyeglasses - adjustable attaching clamp leaves both hands free for work - swings out of way, when not needed	16.00

Covington Platings Works, Inc.
419-423 Pike Street
Covington, Kentucky 41016

LMG-A	Adisco Illuminated Magnifier	
	Battery operated	9.00
	Electric cord operated	11.00

THE ABACUS

The abacus is a simple instrument for performing rapid arithmetical calculation. It is a rectangular frame, holding thirteen vertical rods containing beads. A beam running across the abacus divides it into the upper part and the lower part. Each of the four beads on the lower part has a value of 1, while the value of the bead on the upper section of a rod has a value of 5. The thumb may be used in moving the lower beads, while the index finger may be used in moving the upper bead. Each of the one unit beads below the beam has a value of 1, when moved up toward the beam. The bead on the upper section has a value of 5, when moved down toward the beam. When calculating on the abacus, use two fingers. Use the right index finger and the thumb. An important secret for acquiring rapid skill is to always keep your fingers close to the beads.

In a competition in arithmetic problems, an ordinary Japanese tradesman with his abacus could easily outstrip a rapid and accurate Western accountant with his electric adding machine.

An exciting contest between the Japanese abacus and the electric calculating machine was held in Tokyo on November 12, 1946, under the sponsorship of the U. S. Army newspaper, the Stars and Stripes. The machine age took a step backward at the Ernie Pyle Theater as the abacus--centuries old--dealt defeat to the most up-to-date electric machine of the U. S. Government.

ADDITION OR SUBTRACTION - ONE DIGIT NUMBERS

Step No. 1:

1 + 2 = 3

Set the number 1 by moving up one 1 unit bead with the thumb. Add 2 to 1 by moving up--on the same rod--two more 1-unit beads, using the thumb.

This method illustrates the procedure used in adding one or more 1-unit beads. The problems to which this procedure applies are:

1 + 1 = 2	2 + 1 =	5 + 2 =	6 + 2 =	8 + 1 =
1 + 2 =	2 + 2 =	5 + 3 =	6 + 3 =	
1 + 3 =	3 + 1 =	5 + 4 =	7 + 1 =	
5 + 1 =	6 + 1 =	7 + 2 =		

Example No. 2

3 - 2 = 1

Step No. 1:

Set 3 with the thumb.

Step No. 2

Subtract 2, by moving down two 1-unit beads with the index finger.

This example issultrates the procedure used in subtracting 1 or more 1-unit beads.

The problems to which this procedure applies are:

2 - 1 = 3 - 1 = 4 - 1 = 6 - 1 = 7 - 1 = 8 - 1 =

9 - 1 = 3 - 2 = 4 - 2 = 8 - 2 = 7 - 2 = 9 - 2 =

4 - 3 = 8 - 3 = 9 - 3 = 9 - 4 = 9 - 5 =

Example 3:

4 + 3 = 7

Step No. 1 Set 4

Step No. 2 First move down 5 and then 2, in close succession, with the index finger.

4 + 3 = 4 + (5 - 2) = 7

Other problems of this type:

4 + 1 = 4 + 2 = 2 + 3 = 3 + 2 = 4 + 3 = 4 + 4 =

3 + 3 = 3 + 4 = 1 + 4 = 2 + 4 =

Example 4:

7 - 3 = 4

Step 1: Set 7

Step 2: In close succession, first move up 2 with the thumb, and then move up the 5 with the index finger, at about the same time.

7 - 3 = 7 + 2 - 5 = 4

Adding and subtracting two-digit numbers.

Use the last two rows on the abacus. Units and Tens.
Practice on these.

(1) 24 ÷ 20 - 33 - 11 + 22 + 12 - 23 = 11

(2) 55 + 44 - 55 - 22 ÷ 55 - 11 - 55 = 11

(3) 22 ÷ 66 - 88 + 77 - 66 ÷ 55 - 66 = 0

(4) 222 ÷ 665 + 778 ÷ 555 ÷ 335 ÷ 778 + 222 ÷ 889 ÷ 443 + 223
= 5,110

(5) 3,627 + 1,508 ÷ 9,472 ÷ 6,345 + 8, 160 + 2,079 + 4.384
÷ 7,819 + 5,623 ÷ 1,950 = 50,967

Frazure Richardson
May 5, 1970

TENNESSEE SERVICES FOR THE BLIND

JOBS WHICH ARE BEING SUCCESSFULLY PERFORMED
BY BLIND AND PARTIALLY SIGHTED INDIVIDUALS

Abrasive Wheel Operator

Armature Winding

Assembler-Disassembler (elect. parts)

Assembler of Venetial Blinds (hands)

Assembly Work (Automobiles, nuts, bolts and locks, vacuum cleaners, telephones, electric specialities)

Author

Automatic Accessories Repairer (Fuel Pumps)

Automatic Drill Press Machine Operator

Automatic Drilling Machine Operator

Automatic Switch Repairer

Automotive Vehicle & Taxi Service Dispatcher

Baby Sitter

Bag Dumper

Bag Filler

Bag Sewer in Fertilizer Plant & Feed Mill

Battery Assembler

Bean Dumper in Cannery

Beautician

Bee Keeper

Bell Hop

Bench Core Maker

Bench Mechanic for Generator Carburetor & Automatic Transmission

Bicycle Repairman

Blocker, wire tier & off Bearer on hay bailer

Bologna Tier

Book Binder

Book Dealer

Braille Instructor

Broaching & Reaming

Broom Mfg. Occupations

Buffing (metal)

Bulb Farming (Gladioluses, dahlias, & tulips)

Building wood shipping cases

Bundle tying

Butchering & Storage, Packing & Smoking Meats

Butter Wrapper (hand)

Cabinet Maker

Cane Stripper & Feeder on Sorghum Mill

Case Stacker

Chair Caner

Chair Assembler in Furniture Factory

Chiropractor

Clergyman

Clicking Machine Operator

Coal Shoveler in Fuel Yard

Coal, Wood & Ice Dealer

Cake Wrapping Machine Operator

College Professor

Commercial Player (theater)

Composer (Music)

Conveyor Belt Feeder

Conveyor Unloader

Core Cleaner

Core Making (Foundry)

Counting Machine Operator

Crating Medium & Small Items (Machinery, stoves, etc.)

Crating Veneers

Dairy Farming (Cow, goat)

Dairy Worker

OCCUPATIONS FOR THE BLIND (cont.)

Dark Room Technician
Dealer in Music Instruments
Dictating Machine Transcriber
Dishwasher
Drum & Brush Polisher
Elevator Operator
Entertainer (Musical)
Estimating Weights (bulk items up to 2 lbs.)
Evangelist
Executive (Agency for Blind)
Farm Chore Boy
Farming - general
Filer of Metal
Film Printer
Finish Sander in Wood Turning Mill
Fish Bait Raiser
Flat Iron Feeder
Flat Ironer (shake out girl)
Flat Work Ironer
Folding Boxes
Frankfurter Skinner
Fruit Dealer
Fruit & Vegetable Packer
Fuel Pumps - Distributors Repairer
Furniture Dealer
Furniture Repairer
Furniture Wrapping & Packing
General Anthropology Assistant
General Farm Maintenance Worker
Greenhouse Attendant
Grinding
Grocer
Hand Wrapper
Hardware Dealer
Hardware Sorter
Hay Farming
Hay Hand (Pitching in field or Storing in barn)
Hooper & Nailer
Horizontal Drill Operator
Hotel Keeper
Inspector (bearings)
Inspecting Auto Axles, Auto Valves, Shoes, Camera Parts
Instructor for Blind
Inverting Bags
Jigging or Sewing Sacks on Stationary Threshing Machine
Jointer Planer Operator
Journalist
Judge
Laborer, streets and roads
Laundry worker
Lawyer
Leaf-fat puller
Leather sorter
Librarians (dept. for blind)
Loading hay from window or shock to wagon or sled
Loading, unloading & stacking boles of paper pulp
Negative loader
nesting partitions for cartons (hand) in glass factory
night watchman
Office Supply Business
Operating greenhouse
Operating Milling Machines
Operating Poultry Egg Hatchery

OCCUPATIONS FOR THE BLIND

Operating Poultry farm for egg production
Orientator for the blind
Osteopath
Machinist
Mail order Business
Maintenance mechanic
Manager, Barber shop
Manager, Candy Business (Mfg. & Retail)
Manager & Operator of Service Station
Manager, poolroom
Manager, Retail Piano Business
Masseur
Material Sorter
Mattress, Mfg. Occupations
Mechanic laborer (motor vehicles)
Member Public Service Commission
Moccasin Lacer
Molding cheese
Mop Maker
Music Teacher
Musical Director
Packer
Packer (general supply items)
Packer-Wrapper
Packer-Wrapper Helper
Packing fruits and vegetables (following grader & size)
Packing (needles, cans, candy, cards, novelties)
Packing small packages into large container
Paco Machine Operator
PBX Operator
Pianist
Piano Tuner
Pipefitter Helper
Poultry Attendant
Poultry and Vegetable Farming with custom cannery
Practical Nurse
Preparing Fruits and Vegetables for canning or market
Press Operator (laundry)
Print Drying Belt Feeder
Punch Press Machine Operator
Quill Stripper in Cotton Mill (hand or machine)
Radio Broadcasting Salesman
Radio Repairman
Rag Collector in Woolen Mill
Raising Guinea Pigs for Lab culture
Raising Poultry
Raising rabbits for meat & fur
Real Estate Dealer
Repairing Bottle Crates & Cases
Repairing and Constructing Buildings and Equipment
Representative in Legislature
Riveting window pulleys
Rip Saw Operator
Rooming-house keeper
Rough grinder
Salesman
Sausage Sacker
Saw and Lawnmower Sharpener
Sawing wood with Drag or buzz saw
Screw Machine Operator
Screw Remover

OCCUPATIONS FOR THE BLIND

Screw Setting (furniture)

Setting out young plants in garden field or nursery

Shaper

Shaping gloves

Sheet metal worker

Shocking hay or grain

Shoe repairer

Shop instructor for blind

Singer

Slipping cabbage, tomatoes and sweet potato plants

Small parts packer

Social worker

Sole presser

Sole roughner

Sole Welter

Sorting shoe findings

Spark plug Boxer

Stationery Dealer

Stock Farming

Stock Clerk

Stuffing Upholstery

Superintendent of Institution

Surface Planer Operator

Swinging cut off saw

Table Saw Operator

Lock sorter

Teacher, School for the Blind

Teacher, School for the Deeing

Tenoning Saw

Truck Farming

Tool-Stock Partskeeper

Tube-Bending Machine Operator

Tumblerman (laundry)

TV and Radio Repairman

Typist (Machine Transcribing)

Typing Instructor for the Blind

U. S. Senator

Washing Machine Parts

Weaving of Flats in Basket Factory (hand)

Wood Box Nailer

Working on ensilage cutter and filling silo

Wrapping bolts of cloth

Wrapping and Packing Ice Cream Novelties

Wrapping Unit Lot Packages

March 1970

NATIONAL AGENCIES AS SOURCES OF INFORMATION AND MATERIALS:

American Association of Workers for the Blind
1511 K Street, N. W.
Washington, D.C. 20005

American Foundation for the Blind (Directory of Agencies)
15 West 16th. Street
New York, New York 10011

American Printing House for the Blind
1839 Frankfort Ave.
Louisville, Ky. 40206

Library of Congress,
Division for the Blind and Physically Handicapped
1291 Taylor Street, N. W.
Washington, D.C. (Mr. Robert Bray, Director)

Tennessee Library for the Blind and Physically Handicapped
5200 Centennial Blvd.
Nashville, Tenn. 37209 615-741-3505

Lions Clubs
Mid-South Lions Sight Service, Inc.
1029 Falls Bldg.
Memphis, Tenn. 38104

Social and Rehabilitation Service
U. S. Dept. of Health, Education and Welfare
Washington, D. C. 20201

Recording for the Blind
215 East 58th. St.
New York, New York 10022

Supt. of Documents
Government Printing Office
Washington, D. C. 20402

American Optometric Assn.
7000 Chippewa St.
St. Louis, Missouri 63119

CEC Information Center on Exceptional Children
1201 16th. St., N. W.
Washington, D. C. 20036

National Society for the Prevention of Blindness
79 Madison Ave.
New York, New York 10016

The Seeing Eye
Morristown, New Jersey 07960

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Carroll, T. J., Blindness

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Lowenfeld, B., Blind Children Learn To Read

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PERIODICALS:

Education of the Visually Handicapped: Association for Education of the Visually Handicapped, 1839 Frankfort Ave., Louisville, Ky. $6.00 per year

The New Outlook for the Blind: American Foundation for the Blind 15 West 16th. St., New York, New York $6.00 per year

PARTIAL BIBLIOGRAPHY OF SOURCE MATERIALS FOR PARENTS OF BLIND CHILDREN

Lowenfield, Bert: OUR BLIND CHILDREN

Instructional Materials Center, 213 Erickson Hall, Michigan State University, East Lansing, Mich. 48823 for monthly list of braille and large print materials

Kvaraceus, W. C. and Hayes, E. N.: IF YOUR CHILD IS HANDICAPPED: Porter Sargent, Boston, 1969 $7.50

American Assn. of Ophthalmologists and Otolaryngologists: THE ROLE OF THE OPHTHALMOLOGIST IN THE REHABILITATION OF BLIND PATIENTS.
IF BLINDNESS OCCURS: PRACTICAL SUGGESTIONS FOR THOSE WHO LIVE OR WORK WITH NEWLY BLINDED PERSONS

Division of Services for the Blind, Vocational Rehab. Adm, Dept. of H. E. W., Washington, D. C.: SUGGESTIONS FOR GUIDING BLIND INDIVIDUALS

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